Part 1 Essential Concepts

30.1 New Phonograms

Phonograms

Show the Basic Phonogram \( \_z \_ \).

What does this say? \( /z/ \).

Is this voiced or unvoiced? \( \text{voiced} \).

30.1-1 Advanced Phonogram Z – page 199 Highlight the Z.

Read the word aloud.

- \( \text{glitz} \)
- \( \text{blitz} \)
- \( \text{quartz} \)
- \( \text{waltz} \)
- \( \text{pretzel} \)
- \( \text{klutzy} \)

What is the Z saying? \( \text{It is saying the unvoiced sound} /s/ \).

Try to say these words with a voiced /t/ sound. What do you notice? \( \text{It is difficult to switch from an unvoiced} /t/ \text{to a voiced} /z/ \).
Look at the words again. Why do you think the Z is saying the unvoiced /s/ sound?  

*Because it is after an unvoiced /t/**.

Show the Advanced Phonogram [z].

What sound does this say as an advanced phonogram?  /s/

**30.1-2 Advanced Phonogram ZZ – page 199** Read the sentence. Highlight the phonogram ZZ. Read the sentence aloud. What sound is ZZ saying?

*Put lots of mozzarella cheese on the pizza.*

Show the Advanced Phonogram [zz].

What sound does this say as an advanced phonogram?  /ts/

What language do you think this phonogram is from?  *Italian*

Why?  *Mozzarella and pizza are Italian foods.*

### Advanced Phonograms

Show the Advanced Phonogram [aa].

This says /ä/.  /ä/

This spelling of /ä/ is very rare.

Show the Advanced Phonogram [gn].

This says /ny/.  /ny/

Show the Advanced Phonogram [ei].

The advanced sounds of this phonogram are /i-ē/;.  /i-ē/

### Phonogram Flash Cards

Drill the phonograms with flash cards.
Exploring Sounds
Shades of Sound

Write phonogram on the whiteboard.

Remember that phonemes are different from phonograms. What are phonograms? *pictures of sounds*

How many Basic Phonograms are there in English? *74 (75 including the new ES phonogram).*

Which morpheme in the word phonogram means sound? *phono*

Write phoneme on the whiteboard.

What are phonemes? *the individual sounds of a language*

How many phonemes are in English? *answers vary*

Linguists say that English has 44 or 45 phonemes, or distinct, unique sounds that are used to convey meaning in our language. However, while English has 45 phonemes, any given English speaker uses far more than 45 sounds in his or her everyday speech. The exact way we pronounce a sound varies according to what other sounds we are saying around it.

Write allophone on the whiteboard.

What does phone mean? *sound*

*Allo-* means *different or other.* Allophone means different sound or other sound. Allophones are variations of the pronunciation of a particular phoneme.

Write the following words on the whiteboard. Write the I in a different color.

*bib*    *dig*    *sing*

Say each of these words aloud. As you say them, feel how your mouth says the phoneme /i/. Listen carefully to the sound. Is it different? *The /i/ in bib is more forward because the sound /b/ is forward. The /i/ in dig is farther back because the /d/ and /g/ are farther back. The /i/ in sing is further back, and my mouth is wider, because the mouth is pulling back from /s/ to /ng/.*

The variations in the sound /i/ in these words are examples of allo-
phones. Look around the room. Point to the various shades of blue you see and describe them.  *light blue, dark blue, sky blue…*

Notice that although each of the blues is different, they are all blue. Like colors, sounds have shades. Allophones are shades of sounds.

Write the following words on the whiteboard. Write the A in a different color.

```
apple  actor
```

Say each of these words aloud. As you say them, feel how your mouth says the phoneme /â/. Listen carefully to the sound. Is it different?  *The /â/ in apple is more forward because the next sound is /p/, which is forward. The /â/ in actor is farther back because the /k/ is farther back.*

Can you hear the difference between the /â/ in *apple* and the /â/ in *actor*?  *Answers vary*  
Sometimes the differences between two allophones are so subtle that it is hard to hear them, even though we can feel them. In other cases, the differences between allophones are easier to hear.

Write the following words on the whiteboard. Write the A in a different color.

```
map  carrot
```

Say each of these words aloud. As you say them, feel how your mouth says the phoneme /â/. Listen carefully to the sound. Is it different?  *The /â/ in map is more forward because the /m/ and /p/ are forward. The /â/ in carrot is farther back because the /k/ and /r/ are farther back.*

Write the following words on the whiteboard. Write the A in a different color.

```
hat  candy
```

Can you hear the difference between the /â/ in *hat* and the /â/ in *candy*?  *The /â/ in hat is more forward and the lips are relaxed, because /h/ and /t/ are forward in the mouth with the lips relaxed. The /â/ in candy is farther back in the mouth, closer to where the /k/ and /n/ are formed.*

Allophones are a form of assimilation. One reason allophones occur is that our mouths form the sounds slightly differently based upon which sounds are before and after the sound. There is an infinite number of minor variations. These small adjustments make words
easier to say and make our speech sound natural. If our mouths did not change shape like this, we would sound like robots.

Write the words *sink* and *pink* on the whiteboard. Write the I in a different color.

\[\text{sink} \quad \text{pink}\]

Say these words to yourself. What sound is the I saying?

Some students may say /ɪ/. Others may say /ɛ/. Some people think the vowel in these words says /ɪ/. Other people think it says /ɛ/. Why do you think that happens? *answers vary*

Say the sounds /ɪ/ and /ɛ/. Feel how they are shaped. What do you notice? *My mouth is in a similar position. /ɛ/ is farther back and my lips are more tense. /ɪ/ is further forward and my lips are more relaxed.*

Now try holding the sound /ɪ/ and slowly changing it to /ɛ/. Feel how there are many sounds between /ɪ/ and /ɛ/.

Now why do you think some people hear /ɪ/ and others hear /ɛ/ in pink and sink? *The sound /ŋk/ is farther back in the mouth like /ɛ/. So the vowel is between /ɪ/ and /ɛ/. Some people probably say it closer to /ɪ/ and others say it closer to /ɛ/.*

When we think about sounds in words, we categorize them into the phonemes used in our language. Because most individuals pronounce the vowel in these words somewhere between a short /ɪ/ and a long /ɛ/ and these sounds are related, one person’s brain may categorize it differently than another’s. One person may hear a speaker’s pronunciation of pink as /ɪ/ and another may categorize the exact same speaker’s pronunciation as /ɛ/. So in addition to the variation in how the sounds are pronounced, there can even be variation in the ways we categorize the sounds we hear.

Look these words up in a dictionary and look at the pronunciation key. Which sound does the dictionary say it is saying? /ɪ/

One of the amazing things about the human capacity for language is that we are able to recognize a range of very similar sounds as one sound. This is also why you can understand what someone is saying even if he or she has a different accent than you do.

Listen to people with various accents. There are some excellent videos on YouTube. Listen for the various ways that speakers around the world pronounce the same sound.
Shades of sound are part of what creates the different sounds of different accents. When we are listening to spoken language, our brains categorize shades of sound into phonemes we know.

I will say three words which vary from each other by only one sound. Repeat the words, then tell me which sound cued to you that these are different words.

peek/peak pick pike
peek /e/ Peek means to look at, or a peak is a tall mountain.
pick /i/ Pick means to choose.
pike /i/ A pike is a fish, a weapon, a road, or a V position of the body for diving or gymnastics.

In these words are the vowels allophones or different phonemes? **They are different phonemes.**
Why? *Because they are used to distinguish between different words.*

leak lick like
leak /e/ a leak is a hole or crack that lets something escape.
lick /i/ To lick is something you do with your tongue.
like /i/ To like means to be fond of.

Because these sounds distinguish meaning in words, they are recorded as different phonemes in English.

Why do we not write every allophone with a different phonogram? *There would be too many and they do not distinguish meaning in words. They are simply variations in how an individual sound is pronounced. They are the same sound with various shades. This same things happens in other languages as well.*

This categorization of a nuanced range of sounds into specific, meaningful phonemes is what allows us to use a simplified system of visual symbols, where 75 phonograms represent these 45 sounds, making it possible to read and write.
Spelling Rules
Adding Suffixes to Words that End with C

Today you will use the knowledge you have gained about spelling to analyze a spelling pattern that is explained by rules that you have already learned.

30.3 Discover Why – page 200 Read the words and suffixes. Highlight what is unusual about how the new word is spelled.

1. picnic + ing = picnicking
2. picnic + ed = picnicked
3. picnic + er = picnicker
4. frolic + ing = frolicking
5. frolic + ed = frolicked

Think about the spelling rules you know. Write why the words are spelled this way on the line below.
There is a K added before a suffix that begins with an E, I, or Y. The K keeps the C from softening to /s/. CK is used after a single, short vowel.

Add the suffix to the words.

1. panic + ing = panicking
2. panic + ed = panicked
3. mimic + ing = mimicking
4. mimic + ed = mimicked
5. garlic + y = garlicky
6. panic + y = panicky

Optional The Essentials Reader

Unit 29: Robert Louis Stevenson & The Swing & My Shadow & The Land of Counterpane & The Land of Nod

- Complete the Pre-Reading activities on page 89 of The Essentials Reader Teacher’s Guide.
- Pre-read the words on page 187 of The Essentials Reader Student Activity Book. Ask the students to underline multi-letter phonograms and mark where the syllables divide.
Part 2  Building Words

Review

- **Phonograms: Phonogram Speed**
  3-5 players.

  **Set Up:** Choose up to 30 phonograms to practice. Choose one player to be the Reader. Place the Basic Phonogram Flash Cards face down in front of the Reader.

  Mix two sets of the same 30 Phonogram Game Cards together. Deal all the Phonogram Game Cards you have chosen to the players.

  **How to Play:** The reader selects a Phonogram Flash Card from the stack in front of him and reads it. The players look at their cards and see if they have phonograms that match. The players race to be the first one to place the phonogram on a pile in the center of the table. Only the first person to place the card in the center is allowed to discard. The reader then sticks the card back anywhere in the stack and reads the next card. The first person to discard all her cards wins.

  **Variation for One Student and Teacher:** Use only one set of Phonogram Game Cards. Choose fifteen phonograms to practice and give them to the student. The teacher chooses a phonogram and says the sound(s) and spelling hints. The student must discard the correct phonogram as quickly as possible. For a greater challenge, set a timer.

- **Spelling Rule:** I will say a word. Write it on your whiteboard. If it is spelled correctly, you will get 1 point. We will continue until you have gotten 10 points.

  - garlicky
  - lovely
  - loving
  - picnicking
  - happiness
  - swimming
  - recharging
  - rechargeable
  - panicked
  - sunny
  - mimicking
  - traceable
  - funny
  - sunnier
  - placement
  - placed
  - mimicking
  - traceable
  - funny
  - sunnier
  - placement

- **Morphemes:**
  - Review the morpheme cards from previous units.
Spelling Journal /ŏ/

On your whiteboard write the two spellings of /ŏ/. o, ough
Which do you think is the most common? /ŏ-ŏ-ŏ/
How do you know? All the phonograms which end in GH are uncommon.
I will say all the base words that use /ŏ-ŏ-ŏ-ow-ūf-ŏf/ to say /ŏ/. Write each one on the /ŏ/ page in your Spelling Journal as I say it.

bought fought ought thought
brought nought sought wrought

What other words can you think of that have the sound /ŏ/? Answers vary.

How will the /ŏ/ be spelled? /ŏ-ŏ-ŏ-
Add these to your Spelling Journal.

<table>
<thead>
<tr>
<th>o</th>
<th>ough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used in the middle of the syllable</td>
<td>Used at the end of the word or before a T.</td>
</tr>
<tr>
<td>pocket</td>
<td>bought</td>
</tr>
<tr>
<td>dolphin</td>
<td>brought</td>
</tr>
</tbody>
</table>

Teacher Tip

/ŏ/ and /ä/
In some English-speaking dialects, /ŏ/ and /ä/ are identical sounds. In other dialects, they are distinct. If your student does not hear a difference between these sounds, then you will need to cue whether O or one of the spellings of /ä/ (A, AU, AW, AUGH) is used in a word, just as you would with any sound with multiple spelling options. If your student hears them differently, no cue is needed.

Teacher Tip

O spells /ŏ/
O is the most common spelling of /ŏ/. If you hear /ŏ/ in a word and it is not one of the eight words spelled with OUGH, it will be spelled with an O. Here are a few to get you started: pocket, dolphin, college, ostrich, optimist.
Optional **The Essentials Reader**

Complete Spelling Analysis for your student’s level before completing today’s activities with *The Essentials Reader*.

**Unit 29: Robert Louis Stevenson & The Swing & My Shadow & The Land of Counterpane & The Land of Nod**

- Read “Robert Louis Stevenson” on pages 159-160 of *The Essentials Reader*.

- Complete some or all of the Post-Reading activities on page 90 of *The Essentials Reader Teacher’s Guide*.

- Read “The Swing” on page 161 of *The Essentials Reader*.

- Complete some or all of the Post-Reading activities on page 90 of *The Essentials Reader Teacher’s Guide*. 
## Spelling Analysis

### Spelling List 30 – page 201

#### Tips for List 30.A

**busy, business**

U saying /ɪ/ in busy and business is an exception to the sounds of U. Although business is pronounced with two syllables, say-to-spell the word with three syllables to remember to write the I.

**hour**

The H is silent. Say-to-spell /h ou r/.

**half**

The L is silent. In some dialects the L makes the A say its broad sound. In American dialects, the A says its short sound. Spelling Rule 10 says that A may say /ä/ before an L. It does not always do so.

**quartz**

Quartz is often pronounced /kwōrts/. Say-to-spell /kwärts/. Quartz may be a count or a non-count noun.

### Spelling Analysis

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
<th># Syllables</th>
<th>Say-to-Spell</th>
<th>Say syllable Segment…</th>
<th>Finger Spell &amp; Cue</th>
<th>Write</th>
</tr>
</thead>
</table>
| pizza | The football team will have a pizza party tonight. | 2 | ð tzä | /pē/ | /p-ī/ | Use /i-ē-ī-y/.
| | | | | /tzä/ | /zz-a/ | Use the advanced phonogram ZZ which says /tz/. Use /ā-ā-ā/.

#### Vocabulary

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Part of Speech</th>
<th>Plural / Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>pizza</td>
<td>N</td>
<td>pizzas</td>
</tr>
<tr>
<td>picnic</td>
<td>N, V</td>
<td>picnics, picnicked</td>
</tr>
</tbody>
</table>

1C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. 1C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.
3. **million**  
The business made five million dollars last year.  

<table>
<thead>
<tr>
<th>million</th>
<th>The business made five million dollars last year. 2</th>
<th>mil lyōn</th>
<th>/mil/</th>
<th>/m-ɪ-l/</th>
<th>Use /ɪ-ɪ-ə-y/.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Put a 4 over the /y/. /ɪ-ɪ-ə-y/ said its fourth sound. 31.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **billion**  
It seems like there are a billion stars in the sky.  

<table>
<thead>
<tr>
<th>billion</th>
<th>It seems like there are a billion stars in the sky. 2</th>
<th>bil lyōn</th>
<th>/bil/</th>
<th>/b-ɪ-l/</th>
<th>Use /ɪ-ɪ-ə-y/.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Put a 4 over the /y/. /ɪ-ɪ-ə-y/ said its fourth sound. 31.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **another**  
She needs another piece of paper.  

<table>
<thead>
<tr>
<th>another</th>
<th>She needs another piece of paper. 3 a nōTH er</th>
<th>/ə/</th>
<th>/a/</th>
<th>/nōTH/</th>
<th>/n-o-th/</th>
<th>Use the /er/ of her.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Put a line over the /ā/. /ā-ā-ā/ said a long sound. 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. **busy**  
We are very busy this morning.  

<table>
<thead>
<tr>
<th>busy</th>
<th>We are very busy this morning. 2 bīz ĕ</th>
<th>/bɪz/</th>
<th>/b-ʊ-s/</th>
<th>Use /ʊ-ʊ-ʊ-ū/. This is an exception. Use /s-z/.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Put an x over the /ɪ/. This is an exception for U. Put a 2 over the /z/. /s-z/ said its second sound. Put a 4 over the /ē/. /y-ɪ-ɪ-ē/ said its fourth sound. 7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. **business**  
The new business makes flower pots.  

<table>
<thead>
<tr>
<th>business</th>
<th>The new business makes flower pots. 3 bīz i nēss</th>
<th>/bɪz/</th>
<th>/b-ʊ-s/</th>
<th>Use /ʊ-ʊ-ʊ-ū/. This is an exception. Use /s-z/.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Say-to-spell three syllables, /bīz i nēss/. Put an x over the /ɪ/. This sound is an exception for the phonogram U. Put a 2 over the /z/. /s-z/ said its second sound. 9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. **careful**  
Be careful where you step.  

<table>
<thead>
<tr>
<th>careful</th>
<th>Be careful where you step. 2 kār ful</th>
<th>/kār/</th>
<th>/ɛ-ə-r-ɛ/</th>
<th>Use /k-s/. Silent final E.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>'C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a line over the /ā/. /ā-ā-ā/ said a long sound. Double underline the silent final E. 12.1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ful</th>
<th>full of</th>
<th>Adj</th>
</tr>
</thead>
</table>

---

C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a line over the /ā/. /ā-ā-ā/ said a long sound. Double underline the silent final E. 12.1 The vowel says its long sound because of the E. 24. Ful is a suffix written with one L when added to another syllable.
| 9. **hour** | The hour hand is pointing to eight. 1 *howr* /həʊr/ /h-ou-r/ Use a silent H. Use /ow-ə-ʊ-ə/...
| **hour** | Double underline the H because it is silent. Underline the /ow/. |
| 10. **half** | Only half the pie is left. 1 *hālf* /hælf/ /h-a-l-f/ |
| **half** | Double underline the L because it is silent. In some dialects the L makes the A say its broad sound. When a word ends with the phonogram A, it says /ə/. A may also say /ā/ after a W or before an L. |
| 11. **quartz** | She bought a quartz watch. 1 kwärts /kwærts/ /qu-ar-t-z/ Use the advanced phonogram Z which says /s/. |
| **quartz** | Underline the /kw/. 1Q always needs a U; therefore, U is not a vowel here. Underline the /är/. Put an A over the advanced phonogram /s/. |
| 12. **wealth** | He pursued wealth and fame above all else. 1 wĕlth /wēlθ/ /w-ea-l-th/ Use /ē-ē-ā/. |
| **wealth** | Underline the /ē/ and put a 2 over it. /ē-ē-ā/ said its second sound. Underline the /th/. |
| 13. **tie** | I can tie a bow tie. 1 tī /tī/ /t-ī-/ Use /ī-ī-ē-y/. Silent final E. |
| **tie** | Put a line over the /ī/. /ī-ī-ē-y/ said a long sound. Double underline the silent final E. 12 English words do not end in I, U, V, or J. |
| 14. **threaten** | The hurricane will threaten the coast over the weekend. 2 thrēt ēn /θrēt/ /th-r-ea-t/ Use /ē-ē-ā/. |
| **threaten** | Underline the /th/. Underline the /ē/ and put a 2 over it. /ē-ē-ā/ said its second sound. 31 Any vowel may say one of the schwa sounds, /ū/ or /ı/, in an unstressed syllable or unstressed word. |
| -en verb, past participle verb, and adjective suffix | V threatened |
| 15. **tighten** | Tighten the nut with this wrench. 2 tit ēn /tit/ /t-igh-t/ |
| **tighten** | Underline the /ī/. 28 Phonograms ending in GH are used only at the end of a base word or before the letter T. The GH is either silent or pronounced /f/. 31 Any vowel may say one of the schwa sounds, /ū/ or /ı/, in an unstressed syllable or unstressed word. |
| -en verb, past participle verb, and adjective suffix | V tightened |
### Spelling Analysis

<table>
<thead>
<tr>
<th>1. panic</th>
<th>2. contagious</th>
<th>3. prepare</th>
<th>4. community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Layla tried not to panic when the nurse picked up a needle.</td>
<td>The virus is highly contagious.</td>
<td>We will need to prepare for the trip.</td>
<td>We live in a very old community.</td>
</tr>
</tbody>
</table>

### Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Part of Speech</th>
<th>Plural / Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>panic</td>
<td>V, N, Adj</td>
<td>panics, panicked</td>
</tr>
<tr>
<td>contagious</td>
<td>Adj</td>
<td></td>
</tr>
</tbody>
</table>

### Pronunciations

1. C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. 31
2. Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word. Put a line over the /ā/. /ā-ā-ā/ said a long sound. 4A E O U usually say their long sounds at the end of the syllable. Underline the advanced phonogram /j/ and put an A over it. Underline the /ū/ and put a 4 over it. /ow-ō-ō-ū-ū/ said its fourth sound. 31
3. Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word.

### Notes

- **Say syllable**
  - /pān:/ /p-a-n/ Use /i-i-ē-y/. Use /k-s/.
- **Segment…**
  - A E O U usually say their long sounds at the end of the syllable. 31
  - The vowel says /s/ when followed by E, I, or Y. Otherwise, C says /k/.
  - Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word. Put a line over the /ā/.
  - /ā-ā-ā/ said a long sound. 4A E O U usually say their long sounds at the end of the syllable. 31
  - Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word. Put a line over the /ā/.
  - /ā-ā-ā/ said a long sound. Double underline the silent final E. 42
  - The vowel says its long sound because of the E.
5. **international**

The international agreement will make the world safer.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>international</td>
<td>/ɪntəˈnæʃənəl/</td>
<td>Adj, N characterized by, a kind of</td>
</tr>
</tbody>
</table>

Underline the /er/. A saying /ə/ is an exception to the rule, “A E O U usually say their long sounds at the end of the syllable.” Underline the /sh/.

17 TI, CI, and SI are used only at the beginning of any syllable after the first one.

31.1 Any vowel may say one of the schwa sounds, /ə/ or /ɪ/, in an unstressed syllable or unstressed word. Put two dots over the /ă/.

/ă/ /āl/ /a-l/ Use /ā-ā-ā/.

6. **elementary**

The elementary school is on Second Street.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>elementary</td>
<td>/ˈeləməntərē/</td>
<td>Adj, N pertaining to, connected with</td>
</tr>
</tbody>
</table>

Put a line over the /ē/. /ē-ē/ said a long sound. A E O U usually say their long sounds at the end of the syllable.

31.1 Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word. Put two dots over the /a/. /ā-ā-ā/ said its broad sound.

31.1 When a word ends with the phonogram A, it says /ā/. A may also say /ā/ after a W or before an L.

31.1 Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word.

7. **compassion**

When he saw the crowds, he had compassion.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>compassion</td>
<td>/ˈkɒmpəʃən/</td>
<td>N suffering, submission</td>
</tr>
</tbody>
</table>

 communality

1 C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. A E O U usually say their long sounds at the end of the syllable.

31.1 Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word. Underline the /sh/.

31.1 TI, CI, and SI are used only at the beginning of any syllable after the first one.

31.1 Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word.
8. **legacy**

He left a legacy of philanthropy when he died.

| 3 | leg | ā | sē |
| /lēg/ | /l-e-g/ |
| /ā/ | /a/ |
| /sē/ | /c-ē/ |

 legacy

G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Put a line over the /ā/.

W @ ē /lē-g/ said a long sound.

8. Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word. Put a 2 over the /s/. /k-s/ said its second sound.

3. A E O U usually say their long sounds at the end of the syllable. 3

N, Adj

legacies

9. **prevent**

We need to prevent that from happening again.

| 3 | prē | vēnt |
| /prē/ | /p-r-e/ |
| /vēnt/ | /v-e-n-t/ |

pre vent

All employees will need to take a fire prevention training.

| 3 | prē | vēn | shŏn |
| /prē/ | /p-r-e/ |
| /vēn/ | /v-e-n/ |
| /shŏn/ | /ti-o-n/ |

pre ven ti on

Put a line over the /ē/. /ē-ē/ said a long sound. 4

4. A E O U usually say their long sounds at the end of the syllable. Any vowel may say one of the schwa sounds, /ū/ or /ŏ/, in an unstressed syllable or unstressed word.

10. **prevention**

All employees will need to take a fire prevention training.

| 3 | prē | vēn | shŏn |
| /prē/ | /p-r-e/ |
| /vēn/ | /v-e-n/ |
| /shŏn/ | /ti-o-n/ |

pre ven ti on

Put a line over the /ē/. /ē-ē/ said a long sound. 4

4. A E O U usually say their long sounds at the end of the syllable. Any vowel may say one of the schwa sounds, /ū/ or /ŏ/, in an unstressed syllable or unstressed word.

11. **furious**

Abigail was furious when the bullies insulted her sister.

| 3 | fū | rē | ūs |
| /fū/ | /f-u/ |
| /rē/ | /r-i/ |
| /ūs/ | /ou-s/ |

fū ri ous

Put a line over the /ū/. /ū-ū-ō-ū/ said a long sound. 4

4. A E O U usually say their long sounds at the end of the syllable. Put a 3 over the /ē/, /ē-ē-y/ said its third sound. 7

4. ģ may say /ē/ with a silent final E, at the end of a syllable, and at the end of foreign words. Underline the /ū/ and put a 4 over it. /ow-ō-ō-ō/ said its fourth sound. 3

Any vowel may say one of the schwa sounds, /ū/ or /ŏ/, in an unstressed syllable or unstressed word.
12. **accomplish**

What do you want to accomplish today?

3  āk kōmplish

/ac/  /k/  /ō/  /m/  /pl/  /š/  

31. Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word. 3C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. 3C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /š/. SH never spells /š/ at the beginning of a base word and at the end of the syllable. SH never spells /š/ at the beginning of any syllable after the first one, except for the ending -ship.

<table>
<thead>
<tr>
<th>ac-</th>
<th>toward, add</th>
<th>V</th>
<th>accomplished</th>
</tr>
</thead>
</table>
| ac-com-plish | /āk/ | /a-č/ | Use /k-s/.
| | /kōm/ | /č-o-m/ | Use /k-s/.
| | /plish/ | /p-l-š/ | Use /š/ used only at the beginning of a word and at the end of a syllable.

13. **lecture**

The lecture in biology today was fascinating.

2 lēk túr /ľēk/ /ľ-l-č/ Use /k-s/.

lec-tûr /ľ-t-u-č-r-ę/ Silent final E.

1C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. The sounds /ť-š-r/ assimilate to /ch-er/. Put a line over the /ľ/. /ľ-ŭ-ŏ-ŏ-ŭ/ said a long sound. Double underline the silent final E. 1C The vowel says its long sound because of the E.

<table>
<thead>
<tr>
<th>lect</th>
<th>gather, choose, read</th>
<th>N, V</th>
<th>lectures, lectured</th>
</tr>
</thead>
</table>
| -ure | noun suffix | /ō/ | /o/ 
| | | /ři/-ři-ř/-y/ Use /ľ-č-ę-y/. Use /g-j/.
| | | /ři/-ř/-y/-y/ Use /ľ-č-ę-y/. 
| | | /ň/-ň/-ę/-y/ Use /ľ-ę-ą/. 
| | | /ă/-ă/-ă/-ă/ Use /ľ-ę-ą/. |

14. **original**

This is an original model.

4 ź řj ţn āł /ō/ /ō/ 

ō-řj-în-ăł /ři/-ř/-y/-y/ Use /ľ-č-ę-y/. Use /g-j/.

1 Originals are used.

1C The vowel says its long sound because of the E.

<table>
<thead>
<tr>
<th>ź řj-în-ăł</th>
<th>gather, choose, read</th>
<th>N, V</th>
<th>lectures, lectured</th>
</tr>
</thead>
</table>
| ź řj-în-ăł | /ři/-ř/-y/-y/ Use /ľ-č-ę-y/. Use /g-j/.
| | /ři/-ř/-y/-y/ Use /ľ-č-ę-y/. 
| | /ň/-ň/-ę/-y/ Use /ľ-ę-ą/. 
| | /ă/-ă/-ă/-ă/ Use /ľ-ę-ą/. |

15. **finally**

Finally, we got to the last stage of the project.

3 ŋ pål lę /ň/-ľ/-ę/-ę/ Use /ň-ł-i-ę-y/. 

/ň/l-ę/-ę/-ę/ Use /ň-ł-i-ę-y/. 

/ň/l-ę/-ę/-ę/ Use /ň-ł-i-ę-y/. 

/ň/l-ę/-ę/-ę/ Use /ň-ł-i-ę-y/. 

/ň/l-ę/-ę/-ę/ Use /ň-ł-i-ę-y/. 

1C The vowel says its long sound because of the E.

<table>
<thead>
<tr>
<th>ŋ pål lę</th>
<th>gather, choose, read</th>
<th>N, V</th>
<th>lectures, lectured</th>
</tr>
</thead>
</table>
| ŋ pål lę | /ň/-ľ/-ę/-ę/ Use /ň-ł-i-ę-y/. Use /g-j/.
| | /ň/-ľ/-ę/-ę/ Use /ň-ł-i-ę-y/. 
| | /ň/-ľ/-ę/-ę/ Use /ň-ł-i-ę-y/. 
| | /ň/-ľ/-ę/-ę/ Use /ň-ł-i-ę-y/. 
| | /ň/-ľ/-ę/-ę/ Use /ň-ł-i-ę-y/. |

1C The vowel says its long sound because of the E.
### Tips for List 30.C

**Advanced Phonograms**

Advanced phonograms are used infrequently and do not need to be memorized. When cuing an advanced phonogram, you may hold up the Advanced Phonogram Flash Card, write the phonogram on the board, and/or say the names of the letters which spell the advanced phonogram. Mark the advanced phonogram with an A.

**bazaar**

A bazaar is a marketplace. It is not to be confused with bizarre, which means unusual, strange, or odd.

---

**Spelling Analysis**

<table>
<thead>
<tr>
<th>1. <strong>Word</strong></th>
<th>2. <strong>Sentence</strong></th>
<th>3. <strong># Syllables</strong></th>
<th>4. <strong>Say-to-Spell</strong></th>
<th>5. <strong>Say syllable</strong></th>
<th>6. <strong>Segment...</strong></th>
<th>7. <strong>Write</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>bazaar</strong></td>
<td>Grandmother sold her handmade quilts at the bazaar.</td>
<td>2</td>
<td>bā zār</td>
<td>/bā/ /zār/ /z-ā-r/</td>
<td>Use /z/. Use the advanced phonogram AA which says /ā/.</td>
<td></td>
</tr>
<tr>
<td><strong>forfeit</strong></td>
<td>If the player does not arrive in five minutes, he will forfeit the game.</td>
<td>2</td>
<td>fōr fit</td>
<td>/fōr/ /f-ōr/ /f-ō-r/</td>
<td>Use the advanced phonogram EI which says /ī/.</td>
<td></td>
</tr>
<tr>
<td><strong>lasagna</strong></td>
<td>Mom made lasagna for dinner.</td>
<td>3</td>
<td>lā zā nyā</td>
<td>/lā/ /l-ā/ /l-ā/</td>
<td>Use /ā-ā-ā/. Use /s-z/. Use /ā-ā-ā/.</td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary**

- **N lasagnas**
- **N, V, Adj forfeits, forfeited**
- **N lasagnas**

---

1. Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word. Underline the advanced phonogram /ä/ and put an A over it.

2. When a word ends with the phonogram /ā/, it says /ā/. A may also say /ā/ after a W or before an L.

3. Any vowel may say one of the schwa sounds, /ū/ or /ī/, in an unstressed syllable or unstressed word.
4. **vulnerable**

In a vulnerable moment I confided in my friend.

- Underline the /er/. Put a line over the /ā/. /ā-ā-ā/ said a long sound. ¹A E O U usually say one of the schwa sounds, / ā/ or /ī/, in an unstressed syllable or unstressed word. Double underline the silent final E. ¹²Every syllable must have a written vowel.

5. **harmony**

The two lived in harmony despite their differences.

- Underline the /är/. Put a line over the /ō/. /ō-ō-ō/ said a long sound. ¹A E O U usually say their long sounds at the end of the syllable. ¹²Any vowel may say one of the schwa sounds, / ū/ or /ĭ/, in an unstressed syllable or unstressed word. Put a 4 over the /ē/. /y-ĭ-ē/ said its fourth sound. ¹²Y says /ē/ only in an unstressed syllable at the end of a multi-syllable word.

6. **migratory**

Those birds are a migratory species.

- Put a line over the /ī/. /i-i-ē-ī/ said a long sound. ¹¹I and Y may say /ī/ or /ī/ at the end of a syllable. ¹²G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Put a line over the /ā/. /ā-ā-ā/ said a long sound. ¹A E O U usually say their long sounds at the end of the syllable. ¹¹Any vowel may say one of the schwa sounds, / ū/ or /ī/, in an unstressed syllable or unstressed word. Underline the /ō/. Put a 4 over the /ē/. /y-ĭ-ē/ said its fourth sound. ¹¹Y says /ē/ only in an unstressed syllable at the end of a multi-syllable word.

7. **migrate**

The birds will migrate to the south for the winter.

- Put a line over the /ī/. /i-i-ē-ī/ said a long sound. ¹¹I and Y may say /ī/ or /ī/ at the end of a syllable. ¹²G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Put a line over the /ā/. /ā-ā-ā/ said a long sound. Double underline the silent final E. ¹¹The vowel says its long sound because of the E.
8. **immigrate**
The family is trying to immigrate to Canada.

```
3  \text{im mi gráte}  \quad /\text{im}/ \quad /\text{i-m}/ \quad \text{Use } /\text{i-i-ē-y}/.
\quad /\text{mi}/ \quad /\text{m-i}/ \quad \text{Use } /\text{i-i-ē-y}/.
\quad /\text{gráte}/ \quad /\text{g-r-a-t-ē}/ \quad \text{Silent final E.}
```

9. **aquarium**
The aquarium is filled with goldfish.

```
4  \text{ā kwā rē ūm}  \quad /\text{ā}/ \quad /\text{a}/
\quad /\text{kwā}/ \quad /\text{qu-a}/ \quad \text{Use } /\text{i-i-ē-y}/.
\quad /\text{rē}/ \quad /\text{r-i}/ \quad \text{Use } /\text{i-i-ē-y}/.
\quad /\text{ūm}/ \quad /\text{u-m}/
```

10. **aquatic**
Swimming is the only aquatic sport offered in our school.

```
3  \text{ā kwā tik}  \quad /\text{ā}/ \quad /\text{a}/
\quad /\text{kwā}/ \quad /\text{qu-a}/ \quad \text{Use } /\text{i-i-ē-y}/.
\quad /\text{tik}/ \quad /\text{t-i-c}/ \quad \text{Use } /\text{i-i-ē-y}/. \text{Use } /k-s/.
```

11. **obstacle**
The obstacle course is my favorite activity at camp.

```
3  \text{ob stā klē}  \quad /\text{ōb}/ \quad /\text{o-b}/
\quad /\text{stā}/ \quad /\text{s-t-ā}/ \quad \text{Use } /s-z/.
\quad /\text{klē}/ \quad /\text{k-ē}/ \quad \text{Use } /k-s/ . \text{Silent final E.}
```

**Usage Notes:**
- **Subject Verb Agreement:** Use singular or plural as needed.
- **Capitalization:** Use capitalization appropriately.
- **Punctuation:** Use appropriate punctuation marks.
- **Grammar:** Ensure correct grammar and sentence structure.

**Copyright © 2018, 2019 Logic of English, Inc. All Rights Reserved.**
### 12. Illuminate

The new lights will illuminate the front sidewalk.

- **illuminated**
  - **il-** light
  - **-ate** verb, adjective, noun suffix
  - **V** illuminated

#### 31.1
Any vowel may say one of the schwa sounds, /ə/ or /ɪ/, in an unstressed syllable or unstressed word. Put a line over the /ə/ or /ɪ/ to indicate the syllable. Underline the /k/ and put a 2 over it. /ch-k-sh/ said its second sound.

### 13. Luminous

Luminous Chinese lanterns decorated the garden.

- **luminous**
  - **lū mīn ŭs** light
  - **-ous** adjective suffix; full of, characterized by
  - **Adj**

#### 31.1
Any vowel may say one of the schwa sounds, /ə/ or /ɪ/, in an unstressed syllable or unstressed word. Underline the /k/ and put a 2 over it. /ow-ʊ-ʊ-ʊ-ʊ/ said its fourth sound. Any vowel may say one of the schwa sounds, /ə/ or /ɪ/, in an unstressed syllable or unstressed word.

### 14. Mechanic

Evan is a mechanic at the local garage.

- **mechanic**
  - **mē kän ik** machine
  - **-ic** adjective, noun, and verb suffix
  - **N** mechanics

#### 31.1
Any vowel may say one of the schwa sounds, /ə/ or /ɪ/, in an unstressed syllable or unstressed word. Underline the /k/ and put a 2 over it. /ch-k-sh/ said its second sound. C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.

### 15. Mechanical

Joseph is a mechanical engineer.

- **mechanical**
  - **mē kēn i kāl** machine
  - **-al** characterized by, a kind of
  - **Adj, N**

#### 31.1
Any vowel may say one of the schwa sounds, /ə/ or /ɪ/, in an unstressed syllable or unstressed word. Underline the /k/ and put a 2 over it. /k-s/.

---

Copyright © 2018, 2019 Logic of English, Inc. 
All Rights Reserved.
Part 3  Words in Context

Review

• Phonograms: Dictate the phonograms for students to write in a notebook. Remember, do not use letter names.
  1. wh /wh/
  2. wor /wer/
  3. ei /e-i/ that may NOT be used at the end of English words.
  4. kn /n/ two-letter /n/ used only at the beginning of a base word.
  5. ay /á/ that may be used at the end of English words.
  6. ch /ch-k-sh/
  7. augh /á-äh/ used only at the end of a base word or before a T.
  8. oo /ö-ü-/ that may NOT be used at the end of English words.
  9. or /ór/
 10. ph /f/ two-letter /f/
 11. dge /j/ hard /j/ used only after a single, short vowel.
 12. ti /sh/ tall /sh/ used only at the beginning of any syllable after the first one.
 13. au /á/ two-letter /á/ that may NOT be used at the end of English words.

  14. ed /e-d-t/ past tense ending
  15. ee /é/ double /é/
  16. tch /ch/ three-letter /ch/
  17. eigh /á-ë/ used only at the end of a base word or before a T.
  18. oy /oi/ that may be used at the end of English words.
  19. ui /ó/ two-letter /ó/ that may NOT be used at the end of English words.
  20. ur /er/ of hurt
  21. gn /n/ two-letter /n/ used at the beginning or the end of a base word.
  22. ou /ow-ó-ó-ó-ü/ that may NOT be used at the end of English words.
  23. ng /ng/
  24. gu /g-gw/
  25. igh /í/ three-letter /í/ used only at the end of a base word or before a T.

• Spelling: Spelling Basketball
  Set up a basket. Say a word from Spelling List 30. The student writes it on a slip of paper. If it is spelled correctly, award the student one point. The student then crumples the paper and tries to shoot a basket. If the student makes the basket, award one point. Play to twenty points.

• Spelling Rules: Review rules 14, 17, 18, 23 using the Spelling Rule Cards.

Materials
Student notebook
LOE Whiteboard
Spelling Journal
Slips of paper
Basket
Yellow, blue, and orange highlighters
Red, green, and blue colored pencils
Spelling Rule Flash Cards
Grammar Flash Cards 7, 7.2, 9.12, 9.14, 10, 10.1, 10.2, 11.8, 11.9
Morpheme Flash Cards
ord sub- (Set 1, Level C)

Optional
Index cards
Blank paper
The Essentials Reader, Teacher's Guide, and Student Activity Book

Spelling Journal
/ü/ u, oo
/ó/ o, ough
/í/ y, i, i_e, y_e, igh, ei, eigh
Grammar Review

What is a noun? A noun is the name of a person, place, thing, or idea.

What is a pronoun? A pronoun takes the place of a noun.

What are the six noun jobs? subject noun, direct object, indirect object, object of the preposition, predicate noun, noun of direct address

Name the parts of a sentence. A sentence must have a capital letter, subject, verb, complete thought, and end mark.

What is a verb? A verb shows action, links a description to the subject, or helps another verb.

What is a coordinating conjunction? A coordinating conjunction joins words, phrases, or clauses of equal rank.

What is an independent clause? An independent clause contains a subject and a verb and expresses a complete thought. Every sentence must have at least one independent clause.

What is a compound sentence? A compound sentence is made up of two independent clauses joined together.

Spelling List 30 – page 201 Identify the parts of speech. Mark the nouns and pronouns with a red N, the verbs with a green V, the adjectives with a blue Adj. and the adverbs with a yellow Adv. On your Spelling List write the plural of each noun and the past tense of each verb.

Nouns

A pizza, picnic, million, billion, business, hour, half, quartz, wealth, tie

B panic, community, (international), compassion, legacy, prevention, lecture, original

C bazaar, forfeit, lasagna, harmony, aquarium, (aquatic), obstacle, mechanic, (mechanical)

Verbs

A picnic, busy, tie, threaten, tighten

B panic, prepare, prevent, accomplish, lecture

Optional Practice

Spelling Cards

Dictate the words in Spelling List 30 for the students to write on index cards. Direct the students to color a green border around the verbs, a red border around the nouns and pronouns, a blue border around the adjectives, and a yellow border around the adverbs.
### Review Independent Clauses

Show Grammar Card 10.

**What is a clause?** A clause includes a subject and a verb. Not all clauses are sentences.

There are two types of clauses: Independent and Dependent. Today we will learn about dependent clauses. But let’s review independent clauses first.
Show Grammar Card 10.1.
What is an independent clause? An independent clause contains a subject and a verb and expresses a complete thought. Every sentence must have at least one independent clause.
An independent clause may stand alone as a sentence or it may be combined with other independent or dependent clauses. A single independent clause standing alone is called a simple sentence.

Show Grammar Card 9.12.
What is a simple sentence? A simple sentence is a single independent clause standing alone as a sentence.

Sentence Fragments and Subordinating Conjunctions

If I said, “I went to the kitchen to cut the birthday cake and found only a fragment left,” what would that mean I found? answers vary
Was it a complete cake? no

What if I said, “Your letter to me was damaged in the mail, and only a fragment was readable.” How much of the letter do you think I got? answers vary

How would you describe a fragment? answers vary
We use the word fragment in grammar as well to describe something that is incomplete. A fragment is not a complete sentence.

Grammar Flash Card 10.1 Independent Clause
An independent clause contains a subject and a verb and expresses a complete thought. Every sentence must have at least one independent clause.

Grammar Flash Card 9.12 Simple Sentence
A simple sentence is a single independent clause standing alone as a sentence.

Teacher Tip
Sentence Styles
There are four sentence styles:
Simple Sentence = one independent clause
Compound Sentence = independent clause + independent clause
Complex Sentence = dependent clause + independent clause
Compound-Complex = independent clause + (independent clause + dependent clause)
In complex and compound-complex sentences the clauses can be in any order.

30.8-1 Sentences and Fragments – page 202 Step 1 Read each clause. Underline the subject. Double underline the verb. Step 2 If the clause is a simple sentence, write S in the blank. If it is a fragment, write F in the blank. Step 3 If the clause is a fragment, highlight the word that prevents it from being a complete thought.

1. S Finn memorized the math facts.
2. F When Finn memorized the math facts.
3. S Aiden rode a motorcycle.
4. F Although Aiden rode a motorcycle.
5. F Unless Ava surprises Megan.
7. F Because Evan and Sam hiked.
8. S Evan and Sam hiked.
9. S Weston finished the physics homework.
10. F If Weston finished the physics homework.
11. F Whenever Emma walks the dog.
12. S Emma walks the dog.
Which words are stealing away the completeness of the sentence? *when, although, unless, because, if, whenever*

These words are called subordinating conjunctions.

**Subordinating Conjunctions, Dependent Clauses, & Complex Sentences**

Show Grammar Flash Card 7.

What is a conjunction? A *conjunction joins words, phrases, or sentences together.*

Write on the whiteboard:

*subordinating conjunction*

Do you remember what *ord* means? It *means rank.*

Notice the prefix *sub-*. What other words can you think of that begin with sub-? *subtract, subzero, submarine, subway…*

Based upon these words, what do you think *sub-* means? *answers vary*

Show the Morpheme Card *sub-* (Unit 2, Level C)

*Sub-* means below, under, beneath, secondary.

What does *subordinating* literally mean? To *make beneath or below in rank*

Show Grammar Flash Card 7.2

A subordinating conjunction joins two sentences together by turning one sentence into a dependent clause (or sentence fragment).

A *subordinating conjunction joins two sentences together by turning one sentence into a dependent clause (or sentence fragment).*

What do you think a dependent clause is? It *is a clause that cannot stand alone. It needs something else to be added to it to make a sentence.*

Think about the morphemes again. Why do you think these two kinds of conjunctions are called *coordinating and subordinating? Coordinating conjunctions make two clauses equal in rank. They show that each one can stand without the other. Subordinating conjunctions make two clauses unequal by making one “below” the other or dependent on it.*
Show Grammar Flash Card 10.2.
A dependent clause includes a subordinating conjunction, a subject, and a verb. It does not express a complete thought. *A dependent clause includes a subordinating conjunction, a subject, and a verb. It does not express a complete thought.*

Read each of the sentence fragments from 30.8-1 Sentences and Fragments – page 202. Then verbally turn them into complete sentences. For example: When Finn memorized the math facts, math class became much easier. *Answers vary*

Sentences that include both a dependent clause and an independent clause are called complex sentences.

A complex sentence is made up of an independent clause joined with one or more dependent clauses. *A complex sentence is made up of an independent clause joined with one or more dependent clauses.*

Why do you suppose they are called complex? *The relationship between the two clauses is complex. Instead of both standing independently, the meaning of one is dependent on the other in a particular way.*

30.8-2 Complex Sentences: Comma Discovery – page 203

**Step 1** Highlight the dependent clause yellow. **Step 2** Highlight the independent clause blue. **Step 3** If there is a comma, highlight it orange.

- If Clara finishes the assignment, she will play the game.
- Clara will play the game if she finishes the assignment.
- By the time Eva’s alarm went off, the bus had already left.
- The bus had already left by the time Eva’s alarm went off.
- Although Jason forgot his winter coat, he was not cold.
- Jason was not cold although he forgot his winter coat.
- Since it is so hot, we will go to the pool.
- We will go to the pool since it is so hot.

What is the same about the sentences in each pair of sentences? *They use the same clauses. They both include a dependent and an independent clause. They both include the same subordinating conjunction.*
What is different? *The dependent clause with the subordinating conjunction is at the beginning of the first sentence, and it is at the end of the second sentence. When the dependent clause is first, it is followed by a comma.*

How are they punctuated differently? *When the sentence begins with the dependent clause, you need a comma. When the dependent clause is placed second, you do not need a comma.*

Show Grammar Card 11.8.
When a sentence begins with a dependent clause, separate it from the rest of the sentence with a comma. *When a sentence begins with a dependent clause, separate it from the rest of the sentence with a comma.*

Show Grammar Card 11.9.
When a dependent clause is located after an independent clause, no comma is needed between them. *When a dependent clause is located after an independent clause, no comma is needed between them.*

I will say a subordinating conjunction. Write it on your whiteboard, then make up a sentence that uses it and say it aloud. If you do not know how to spell it, let me know, and I will finger spell it and cue the phonograms you need to know.

1. when 5. where 9. until 13. unless
2. than 6. after 10. whether 14. however
3. because 7. though 11. before 15. whenever
4. while 8. since 12. if

If students need help spelling any of the words, use the Spelling Analysis chart on the next pages to help you cue the spelling.

30.8-3 Sentences – page 204 Combine the sentences using the subordinating conjunction.
Remember, when a sentence begins with a subordinating conjunction, use a comma. When the dependent clause is at the end, there is no comma.

What do you notice about the subordinating conjunctions in the last activity? *They all include more than one word.*
### Optional Spelling Analysis

#### Subordinating Conjunctions

<table>
<thead>
<tr>
<th>1. <strong>when</strong></th>
<th>When Kira won the race, she shouted with joy.</th>
<th>1. <strong>when</strong></th>
<th>/wɛn/</th>
<th>/wɛn/</th>
<th>Underline the /wɛn/.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. <strong>than</strong></td>
<td>You gave her more candy than you gave me.</td>
<td>2. <strong>than</strong></td>
<td>/θɛn/</td>
<td>/θɛn/</td>
<td>Underline the /θɛn/ and put a 2 over it. /θɛn/ said its second sound. Any vowel may say one of the schwa sounds, /ʌ/ or /ɪ/, in an unstressed syllable or unstressed word.</td>
</tr>
<tr>
<td>3. <strong>because</strong></td>
<td>He is happy because he is starting school.</td>
<td>2. <strong>because</strong></td>
<td>/bɛɪkæz/</td>
<td>/bɛɪkæz/</td>
<td>Use /k-s/. Use two-letter /æ/ that may NOT be used at the end of English words. Use /s-z/. Silent final E.</td>
</tr>
<tr>
<td>4. <strong>while</strong></td>
<td>While we wait, let’s play a game.</td>
<td>1. <strong>while</strong></td>
<td>/wɛl/</td>
<td>/wɛl/</td>
<td>Underline the /wɛl/. Put a line over the /ɛl/. /ɛl/ said a long sound. A E O U usually say their long sounds at the end of the syllable. Any vowel may say one of the schwa sounds, /ʌ/ or /ɪ/, in an unstressed syllable or unstressed word. C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /æ/. Put a 2 over the /z/. /s-z/ said its second sound. Double underline the silent final E. Add an E to keep singular words that end in the letter S from looking plural.</td>
</tr>
<tr>
<td>5. <strong>where</strong></td>
<td>He found his keys where he dropped them.</td>
<td>1. <strong>where</strong></td>
<td>/wɛr/</td>
<td>/wɛr/</td>
<td>Silent final E.</td>
</tr>
<tr>
<td>6. <strong>after</strong></td>
<td>I have homework to do after I eat dinner.</td>
<td>2. <strong>after</strong></td>
<td>/ɑf/</td>
<td>/ɑf/</td>
<td>Use the /er/ of her.</td>
</tr>
<tr>
<td>7. <strong>though</strong></td>
<td>Though I went to bed early last night, I still feel tired.</td>
<td>1. <strong>though</strong></td>
<td>/θɔ/</td>
<td>/θɔ/</td>
<td>Underline the /θɔ/ and put a 2 over it. /θɔ/ said its second sound. Underline the /ɔ/ and put a 2 over it. /ɔ-ɔ-ow-uf-uf/ said its second sound. Phonograms ending in GH are used only at the end of a base word or before the letter T. The GH is either silent or pronounced /f/.</td>
</tr>
<tr>
<td>8. <strong>since</strong></td>
<td>Since he started working, he has solved six problems.</td>
<td>1. <strong>since</strong></td>
<td>/sɛns/</td>
<td>/sɛns/</td>
<td>Use /s-z/. Use /i-ɛ-y/. Use /k-s/. Silent final E.</td>
</tr>
</tbody>
</table>

---

Copyright © 2018, 2019 Logic of English, Inc. All Rights Reserved.
### Unit 30

#### 9. until

<table>
<thead>
<tr>
<th>9. until</th>
<th>Until Mom gets home, you need to play quietly.</th>
<th>2</th>
<th>ūn</th>
<th>/ūn/</th>
<th>/u-n/</th>
<th>Use /i-ē-y/.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>ūn</td>
<td>/ūn/</td>
<td>/u-n/</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>īl/</td>
<td>/t-i-l/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 10. whether

<table>
<thead>
<tr>
<th>10. whether</th>
<th>Whether or not we go with this, we need to have a plan.</th>
<th>2</th>
<th>whēTH er</th>
<th>/whēTH/</th>
<th>/wh-e-th/</th>
<th>Use the /er/ of her.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>ĭl/</td>
<td>/t-ĭl/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 31.1

Any vowel may say one of the schwa sounds, /ū/ or /ĭ/, in an unstressed syllable or unstressed word.

#### 11. before

<table>
<thead>
<tr>
<th>11. before</th>
<th>Pack a lunch before we leave.</th>
<th>2</th>
<th>bē for</th>
<th>/bē/</th>
<th>/b-e/</th>
<th>Silent final E.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>ĕf</td>
<td>/f-o-r- ĕ/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 12. if

<table>
<thead>
<tr>
<th>12. if</th>
<th>If it is hot, we will go to the pool.</th>
<th>1</th>
<th>if</th>
<th>/i-f/</th>
<th>/i-f/</th>
<th>Use /i-ī-ē-y/.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Īv</td>
<td>/i-v/</td>
<td>/i-v/</td>
<td></td>
</tr>
</tbody>
</table>

### 13. unless

<table>
<thead>
<tr>
<th>13. unless</th>
<th>Unless you are hungry now, we will eat in an hour.</th>
<th>2</th>
<th>ūn lēss</th>
<th>/ūn/</th>
<th>/u-n/</th>
<th>Use /s-z/. Use /s-z/.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>īss</td>
<td>/l-e- ĕs-s/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 31.1

Any vowel may say one of the schwa sounds, /ū/ or /ĭ/, in an unstressed syllable or unstressed word. Occasionally other letters also are doubled.

### 14. however

<table>
<thead>
<tr>
<th>14. however</th>
<th>You may decorate it however you want to.</th>
<th>3</th>
<th>how ēv er</th>
<th>/how/</th>
<th>/h-ōw/</th>
<th>Use /ow-ō/.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>ēv</td>
<td>/e-v/</td>
<td>/e-v/</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>er</td>
<td>/er/</td>
<td>/er/</td>
<td>Use the /er/ of her.</td>
</tr>
</tbody>
</table>

#### 30

We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.

### 15. whenever

<table>
<thead>
<tr>
<th>15. whenever</th>
<th>Whenever you want to leave, we can go.</th>
<th>3</th>
<th>whēn ēv er</th>
<th>/whēn/</th>
<th>/wh-e-n/</th>
<th>Use the /er/ of her.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>ēv</td>
<td>/e-v/</td>
<td>/e-v/</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>er</td>
<td>/er/</td>
<td>/er/</td>
<td>Use the /er/ of her.</td>
</tr>
</tbody>
</table>

#### 31.1

Any vowel may say one of the schwa sounds, /ū/ or /ĭ/, in an unstressed syllable or unstressed word.
Identifying Parts of Speech

30.8A Parts of Speech – page 205 Read each sentence aloud. I will write it on the board. Together we will label the parts of speech. (See margin for Levels B and C.)

Katie is eating pizza at the party, but Nate is late.

Who is? Katie, subject noun
What is Katie doing? Katie is eating, helping verb, verb
What is Katie eating? pizza, direct object
What kind of verb is eating? transitive verb
What kind of word is at? preposition
At what? party, object of the preposition
Which party? the, article adjective
What kind of word is but? conjunction
What is but linking? two independent clauses
What kind of conjunction is but? coordinating conjunction
Write CC over but.

Who is? Nate
What is Nate? Nate is, verb
Is what? late, predicate adjective
What kind of verb is is? linking verb
How many independent clauses are in this sentence? two
Where will we divide the first clause? between Katie and is
Underline the simple subject.
Double underline the simple predicate.
Where will we divide the second clause? between Nate and is
Underline the simple subject.
Double underline the simple predicate.
What sentence style is this? compound sentence

Jon takes out the recycling every night before he plays his game.

Who takes? Jon, subject noun
What does Jon do? takes, transitive verb
Takes where? out, adverb
Takes what? recycling, direct object
Which recycling? the, article adjective
When does Jon take out the recycling? every night, adverbial phrase

Teacher Tip
Identifying Parts of Speech
Encourage students to ask the questions and make the decisions as much as possible. Model the process and provide support. Make sure to model how to ask about and mark new concepts, then prompt students to do everything else as much as they are able.
Write Adv above the adverbial phrase.

Who plays? **he**, **subject pronoun**
What does he do? **plays**, **verb**
Plays what? **game**, **direct object**
Whose game? **his**, **possessive pronoun adjective**
What kind of verb is **plays**? **transitive verb**

How many independent clauses are in this sentence? **one**, Jon takes out the recycling every night
How many dependent clauses are in this sentence? **one**, before he plays his game
What word is joining the two clauses together? **before**, **conjunction**
What kind of conjunction is **before**? **subordinating conjunction**
Write SC above **before**.

What sentence style is this? **complex**
Where will we divide the subject and predicate in the independent clause? **between Jon and takes**
Where will we divide the subject and predicate in the dependent clause? **between he and plays**
Underline the simple subjects of both clauses.
Double underline the simple predicates of both clauses.

<table>
<thead>
<tr>
<th>SN</th>
<th>TV</th>
<th>Adv</th>
<th>A</th>
<th>DO</th>
<th>Adv</th>
<th>SC</th>
<th>SP</th>
<th>TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jon/</td>
<td>takes</td>
<td>out the recycling every night</td>
<td>before</td>
<td>he/</td>
<td>plays</td>
<td>his game.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If Stephanie cleans her room, she can go on the trip.

Who cleans? **Stephanie**, **subject noun**
What does Stephanie do? **cleans**, **verb**
Cleans what? **room**, **direct object**
Whose room? **her**, **possessive pronoun adjective**
What kind of verb is **cleans**? **transitive verb**
Who can? **she**, **subject pronoun**
What does the sentence say about **she**? **she can go**, **helping verb, verb**
What kind of word is **on**? **preposition**
On what? **trip**, **object of the preposition**
Which trip? **the**, **article adjective**
Put parentheses around the prepositional phrase.
How many independent clauses are in this sentence? **one**, **she can go on the trip**
How many dependent clauses are in this sentence? **one**, If Stephanie
cleans her room
What is the word joining the two clauses together? *if*, **conjunction**
What kind of conjunction is *if*? **subordinating conjunction**
Write SC above *if*.
What sentence style is this? **complex**
Where will we divide the subject and predicate in the independent clause? **between she and can**
Where will we divide the subject and predicate in the dependent clause? **between Stephanie and cleans**
Underline the simple subjects of both clauses.
Double underline the simple predicates of both clauses.

```
SC     SN             TV  PPA  DO     SP      HV  V     P   A   OP
If    Stephanie / cleans her room, she / can go (on the trip).
```

### Dictation

Read the sentence. Ask the students to repeat it aloud, then write it in their notebooks.

**A**
1. Is the business meeting in an hour?
2. They are showing their wealth with quartz floors.

**B**
1. What have you accomplished today?
2. The community lecture prevented panic among the parents.

**C**
1. The bazaar was a pleasant day for the volunteers.
2. What is the migratory path of these birds?

### Optional The Essentials Reader

**Unit 29: Robert Louis Stevenson & The Swing & My Shadow & The Land of Counterpane & The Land of Nod**

- Read “My Shadow” on pages 162-163 of *The Essentials Reader*.
- Read “The Land of Counterpane” on page 164 of *The Essentials Reader*.
- Complete Post-Reading activities on page 90-91 of *The Essentials Reader Teacher’s Guide*.
Review

• **Phonograms:** **Phonogram Reading Race**
  Use a stopwatch to time how quickly the student can read all the Basic Phonogram Flash Cards. Write down the time. Can the student beat the times from Units 28 and 29?

• **Spelling:** How many words from Spelling List 30 can the student spell in three minutes using the Phonogram Game Tiles?

• **Grammar: 30.10-1 Sentences – page 208** Highlight the subordinating conjunction. Underline the dependent clause. Double underline the independent clause. Hint: the subordinating conjunctions all have two or more words.
  1. As long as the stadium is empty, we will sit together.
  2. Even if you stop the motor, it will not make a difference.
  3. I will not spend another dollar even though you say it is a good deal.
  4. She marched into the store as though she owned it.
  5. In the event that Dad arrives home in the next hour, we will leave on vacation today.
  6. Bring an umbrella with you in case it begins to rain.

• **Grammar: 30.10-2 Compound, Complex, Simple, or Fragment? – page 209** Read each statement and identify it as either a complex sentence, compound sentence, simple sentence, or fragment, using the key at the top of the page. Then add the correct punctuation to each sentence.
  1. S
  2. CX
  3. F
  4. CX
  5. CP
  6. F
  7. CP
  8. S
  9. CP
  10. CX

**Materials**
- Stopwatch
- Basic Phonogram Flash Cards
- Phonogram Game Tiles
- Highlighter
- LOE Whiteboard
- Student notebook

**Level A**
- Dictionary
- Morpheme Flash Card -en

**Level B**
- Dictionary
- Morpheme Flash Card inter-

**Level C**
- Morpheme Flash Cards
  - migr
  - -ate
  - -ory
  - aqua
  - lumine
  - in- (in, from Unit 5)

**Optional**
- The Essentials Reader, Teacher’s Guide, and Student Activity Book
Level A Vocabulary

busy

Write busy using the Phonogram Game Tiles.

busy

Which phonogram makes a sound that is an exception in busy? **The U is saying /i/**.

Use busy in a sentence. **answers vary**

What suffix is added to change busy to business? **-ness**

Off to the side, spell the suffix -ness with Phonogram Game Tiles.

ness

To add a suffix to busy, what questions do we ask? **Does it end with a silent final E? no  Does it end in one vowel and one consonant? no  Does it end in Y? Yes. Does it end with a single vowel Y? Yes. Does the suffix begin with any letter except I? Yes. Then change the Y to I and add the suffix.**

Add the suffix.

business

Use business in a sentence. **answers vary**

What is a business? **It is a job or a company.**

Now change business back to busy.

busy

Now add the suffix -ness without changing the Y to I.

busyness

This is a new word. It is busyness, it means to be busy.

How is busyness an exception to the spelling rules? **The Y does not change to I.**

Now change busyness back to busy.

busy

What suffix is added to change busy to busiest? **-est**

Off to the side, spell the suffix -est with Phonogram Game Tiles.

est
How do we change busy to busiest? *Does the suffix begin with any letter except I? Yes. Change the Y to I and add the suffix.*
Add the suffix.

**busiest**

Use busiest in a sentence. *answers vary*
Now change busiest back to busy.

**busy**

What suffix is added to change busy to busier? *-er*
Off to the side, spell the suffix -er with Phonogram Game Tiles.

**er**

How do we change busy to busier? *Does the suffix begin with any letter except I? Yes. Change the Y to I and add the suffix.*
Add the suffix.

**busier**

Use busier in a sentence. *answers vary*
Now change busier back to busy.

**busy**

What suffix is added to change busy to busily? *-ly*
Off to the side, spell the suffix -ly with Phonogram Game Tiles.

**ly**

How do we change busy to busily? *Does the suffix begin with any letter except I? Yes. Change the Y to I and add the suffix.*
Add the suffix.

**busily**

Use busily in a sentence. *answers vary*
Now change busily back to busy.

**busy**

**-en**

Show the Morpheme Card **-en**.
The suffix *-en* shows that a word is a verb or an adjective.
Which two words in Spelling List 30 use this suffix? *threaten and tighten*

**30.11A The suffix -en – page 210** Add the suffix -en to each word.

---

**Teacher Tip**

**Suffixing Chart**
Encourage students to use the suffixing flow chart with *30.11A The suffix -en.*
What are some of the adjectives formed with -en? 
*forgotten, broken, chosen, proven, eaten...*

Look at these words. What part of speech were the base words? *verbs*

What does the suffix -en mean in the adjectives that you formed? *That the verb has been done to something. Something was forgotten, broken, chosen...*

What are some of the verbs formed with -en? *threaten, brighten, broaden, darken...*

Look at these words. What parts of speech were the base words? *nouns and adjectives*

What does the suffix -en mean in the verbs that you formed? *To create or do that noun: threaten. To take on the quality of that adjective: darken, broaden, brighten...*

---

**Level B Vocabulary**

**inter-**

Show the Morpheme Card [inter-].

Which word in the spelling list begins with this prefix? *international*

What other words do you know that begin with *inter-*? *answers vary*

Write the words on the board as the students list them.

- international
- interchange
- interchangeable
- interstate
- interact
- interconnect
- intertwine
- intercept
- intermediate
- intervene
- interchange
- intermission
- interior...

What do you think *inter-* means? *answers vary*

The prefix *inter-* means between or among.

**origin**

Write the word *original* on your whiteboard.

What is the base word and what suffix has been added? *The base word is origin. The suffix -al was added.*

What does origin mean? If you are not sure, look it up in a dictionary. *Origin means beginning or source.*

**30.11B Origin – page 211** Combine the suffixes with the word *origin* to form new words. Write the words on the lines.
Level C Vocabulary

What patterns do you see in Spelling List 30? *migratory, migrate, and immigrate* all include *migrat*. *Aquarium* and *aquatic* include *aqua*. *Illuminate* and *luminous* include *lumin*. *Mechanical* is *mechanic* with the suffix *-al.*

**migr**

Write the words *migratory*, *migrate*, and *immigrate* on your whiteboard.

*migratory*  *migrate*  *immigrate*

What do these words all have in common? *They all include migrat. They are related in meaning. They all have to do with movement. Migratory animals move from place to place. To migrate is to move. To immigrate is to move to a country from another country.*

Show the Morpheme Card *migr*.

*Migr* means to move from place to place.

Point to the word *migrate*. What suffix has been added to *migr* to make *migrate*? *-ate*

Which two words end with *-ate?* *migrate and immigrate*

Are the words *migrate* and *immigrate* nouns, verbs, adjectives, or adverbs? *They are verbs.*

What do you think the suffix *-ate* means? *It is a verb suffix. It shows action.*

Show the Morpheme Card *-ate*.

The morpheme *-ate* can be a verb suffix, adjective suffix, or noun suffix.

Point to the word *immigrate*. What prefix has been added? *im-, which means in. Im- is an assimilated form of the prefix in-.*

Show the Morpheme Card *in*.

The prefix *in-* is a verb prefix.

Based upon the morphemes, what does *immigrate* literally mean? *To move from one place into another place.*

Point to the word *migratory*. What suffix has been added to *migrate* to form *migratory*? *-ory*

What part of speech is *migratory*? *It is an adjective.*

What do you think the suffix *-ory* means? *It is an adjective suffix.*

Show the Morpheme Card *-ory*.

The morpheme *-ory* is an adjective suffix.
aqua

Write the words aquarium and aquatic on your whiteboard.

aquarium aquatic

What do these words have in common? They both include aqua. They are both related to water. An aquarium is filled with water. Aquatic is an adjective for water.

Show the Morpheme Card [aqua]

Aqua means water.

lumine

Write the words illuminate and luminous on your whiteboard.

What do the words illuminate and luminous have in common? They both include lumin.

What do illuminate and luminous mean? If you are unsure, look them up in a dictionary. Illuminate means to light up. Luminous means full of light.

What do you think lumine means? light

Show the Morpheme Card [lumine]

Lumine means light. What is an alternate spelling for lumine? lumen

Point to luminous. What suffix has been added to lumine to form luminous? -ous which means full of

Point to illuminate. What prefix has been added? -il, which is an assimilated form of in- which means in.

What suffix has been added to form illuminate? -ate, which is a verb suffix.

30.11C Unknown Vocabulary – page 212 Match the words to their definitions.

immigrate to enter a country
emigrate to leave a country
aqueous watery
 aquanaut an undersea explorer
lumen a unit to measure light

Explain how the morphemes in each word pointed to the correct definition.

immigrate Im- means in. Migr means to move from place to place. So immigrate means to enter into a country.

emigrate The prefix e- means out. Migr means to move from place to place. So emigrate means to leave a country.
aqueous  *Aqua means water. -ous means full of. So aqueous means watery.*

aquanaut  *Aqua means water. Naut means sailor. An aquanaut is an undersea explorer.*

lumen  *Lumine means light. So lumen must mean a unit to measure light.*

**Dictation**

Read the sentence. Ask the students to repeat it aloud, then write it in their notebooks. Mark the parts of speech.

A

1. The boy is going to a picnic while his father is in another business meeting.
2. The children enjoyed pizza for dinner and cake during the celebration.

B

1. How can we prevent this disaster?
2. We did not accomplish our original idea, but we did prepare for the contagious outbreak.

C

1. Where is the best lasagna in the city?
2. Please illuminate the area so we can practice.

**Writing Strong Sentences**

Today we will write sentences using subordinating conjunctions.

Write the subordinating conjunction *By the time* on the whiteboard.

*By the time*

We will practice together by using the subordinating conjunction *By the time*.

Ask the students to choose the words to complete the sentence. Write them on the whiteboard. Sample answers have been given in blue.

Now choose a subject.

*By the time Nick*

Ask yourself, What is being said about Nick?
By the time Nick returns

Returns where?

By the time Nick returns home

Write a comma.

By the time Nick returns home.

Choose a related subject.

By the time Nick returns home, I

Ask, What is being said about I?

By the time Nick returns home, I will be asleep.

We can also invert the order of the clauses.

I will be asleep by the time Nick returns home.

Does this sentence need a comma? No, the comma is only needed when the dependent clause is first.

30.13-1 Composition – page 213 In your workbook, write two sentences beginning with a subordinating conjunction. Then re-write each sentence with the subordinating conjunction in the middle of the sentence.

30.13-2 Complex Sentences – page 214 Reverse the order of the two clauses. Re-write the sentence.

Optional The Essentials Reader

Unit 29: Robert Louis Stevenson & The Swing & My Shadow & The Land of Counterpane & The Land of Nod

• Complete the Handwriting & Composition activities on page 91 of The Essentials Reader Teacher’s Guide.

• Read ”The Land of Nod” on page 165 of The Essentials Reader.

• Complete any remaining Post-Reading activities on pages 90-91 of The Essentials Reader Teacher’s Guide.
Part 5  Check Your Understanding

Review


Vocabulary:

• Provide the students with five index cards. Say the meaning of a morpheme. The students should write the morpheme on an index card. Combine these with the index cards from Units 1-29.

  to move from place to place — migr
  verb suffix — -ate
  adjective suffix — -ory
  water — aqua
  light — lumine

Set out the morpheme cards in-, ex-, migr, lumine, aqua, medi, dict, mand, -ate, -ory, -ion, -ous. How many words can the students form using these morphemes?

  migrate  emigration  mediation
  migration  illuminate  immediate
  migratory  illumination  dictate
  immigrate  luminous  dictation
  immigration  aqueous  mandate
  emigrate  mediate  mandatory

Check Your Understanding

Check Your Understanding  30 – page 215

Phonograms

Dictate the phonograms for the students to write in their workbooks.

1. kn /n/ two-letter /n/ used only at the beginning of a base word.
2. n/n/
3. ay /a/ that may be used at the end of English words.
4. ch /ch-k-sh/
5. a /ã-ã-ã/
6. ph /f/ two-letter /f/
7. dge /j/ hard /j/ used only after a single, short vowel.
8. ti /sh/ tall /sh/ used only at the beginning of any syllable after the first one.
9. f /f/
10. tch /ch/ three-letter /ch/
11. v /v/
12. eigh /ãi/ used only at the end of a base word or before a T.
13. oy /oi/ that may be used at the end of English words.
14. \( g \) /\( g-j/\)
15. \( h \) /\( h/\)
16. \( ui \) /\( û/\) two-letter /\( ö/\) that may NOT be used at the end of English words.
17. \( d \) /\( d/\)
18. \( e \) /\( è-é/\)
19. \( ur \) /\( er/\) the /\( er/\) of hurt
20. \( i \) /\( ì-ì-è-y/\)
21. \( gn \) /\( gn/\) used at the beginning or the end of a base word.
22. \( j \) /\( j/\)
23. \( ou \) /\( ow-ô-û-û/\) that may NOT be used at the end of English words.
24. \( k \) /\( k/\) tall /\( k/\)
25. \( oi \) /\( oi/\) that may NOT be used at the end of English words.
26. \( l \) /\( l/\)
27. \( si \) /\( sh-zh/\) used only at the beginning of any syllable after the first one.
28. \( oe \) /\( ö-û/\) that may be used at the end of English words.
29. \( m \) /\( m/\)
30. \( ci \) /\( sh/\) short /\( sh/\) used only at the beginning of any syllable after the first one.
31. \( ew \) /\( ë-û/\) that may be used at the end of English words.
32. \( wr \) /\( r/\) used only at the beginning of a base word.
33. \( r \) /\( r/\)
34. \( b \) /\( b/\)
35. \( ow \) /\( ow-ô/\) that may be used at the end of English words.
36. \( W \) /\( w/\)
37. \( ai \) /\( ai/\) that may NOT be used at the end of English words.
38. \( ar \) /\( är/\)
39. \( c \) /\( k-s/\)
40. \( bu \) /\( b/\) two-letter /\( b/\)
41. \( au \) /\( â/\) two-letter /\( à/\) that may NOT be used at the end of English words.
42. \( augh \) /\( à-åf/\) used only at the end of a base word or before a T.
43. \( aw \) /\( à/\) two-letter /\( à/\) that may be used at the end of English words.
44. \( t \) /\( t/\)
45. \( ck \) /\( k/\) two-letter /\( k/\)
46. \( ea \) /\( è-é-å/\)
47. \( ear \) /\( er/\) the /\( er/\) of search
48. \( o \) /\( ô-ô-ö/\)
49. \( ie \) /\( è/\) the /\( è/\) of field
50. \( p \) /\( p/\)
51. \( qu \) /\( kw/\)
52. \( ed \) /\( ed-d-t/\) past tense ending
53. \( ee \) /\( èè/\) double /\( èè/\)
54. \( er \) /\( er/\) the /\( er/\) of her
55. \( igh \) /\( igh/\) used only at the end of a base word or before a T.
56. \( ir \) /\( er/\) the /\( er/\) of bird
57. \( x \) /\( k̊s-z̊/\)
58. \( ng \) /\( ng/\)
59. \( u \) /\( û-û-û/\)
60. \( oa \) /\( ò/\) two-letter /\( ô/\) that may NOT be used at the end of English words.
61. \( s \) /\( s-z/\)
62. \( gu \) /\( g-gw/\)
63. \( oo \) /\( ò-û-û/\)
64. \( or \) /\( òr/\)
65. \( ough \) /\( ò-ô-ô-ow-ôf/\) used only at the end of a base word or before a T.
66. \( sh \) /\( sh/\) used only at the beginning of a word or at the end of a syllable.
67. \( th \) /\( th-th/\)
68. \( wh \) /\( wh/\)
69. \( y \) /\( ù-ù-ù/\)
70. \( wor \) /\( wer/\)
71. \( ei \) /\( è-é-ë/\) that may NOT be used at the end of English words.
72. \( cei \) /\( sè/\)
73. \( z \) /\( z/\)
74. \( ey \) /\( è-ë/\) that may be used at the end of English words.
75. \( es \) /\( èz-z̊/\)
Advanced Phonogram Z

Read the sentences and highlight the words where Z is saying its advanced sound, /s/.

Suffixing

Add the appropriate suffix from the choices at the top of the page. Write the new words in the blanks in the sentences below.

Grammar

Write S next to the complete sentences. Write DC next to the dependent clauses. If it is a dependent clause, highlight the subordinating conjunction.

Dictation

Read each sentence. Ask the students to repeat it aloud, then write it in their workbooks.

A
1. He will be busy for another half an hour.
2. Would you like cold pizza for the picnic?
3. Please tighten your tie before you go on stage.
4. He is in the quartz business, and he has made millions.
5. “My child always has a billion questions,” said the mother.
6. Be careful, for they might threaten your wealth.

B
1. The laughter was contagious among the elementary students.
2. The department worked to prepare the community while the official worked to prevent panic.
3. His compassion came through in his lecture.
4. Which is the original photograph?
5. My brother’s accomplishments are a legacy.
6. International loss prevention is a must!
7. The furious tourist finally returned, and the guide happily continued the tour.
1. The bazaar sold amazing lasagna to raise money.
2. The challenge of the aquatic obstacle made some players forfeit, but others did not succumb.
3. What migratory fish can be found at the aquarium?
4. The mechanic had to illuminate the area before he could work.
5. The beautiful birds migrate in harmony each year.
6. His amazing mechanical invention is on display.
7. When will you immigrate to your new country?
8. The luminous area made the animals feel more vulnerable.

Grammar

Ask students to highlight all the questions in green and all the complex sentences in blue.

Optional The Essentials Reader

Unit 29: Robert Louis Stevenson & The Swing & My Shadow & The Land of Counterpane & The Land of Nod

- Choose one activity to complete from the Extension & Cross-Curricular Activities on page 92 of The Essentials Reader Teacher’s Guide.

Unit 30: Biddy Mason

- After completing the Robert Louis Stevenson activities from Unit 29 of The Essentials Reader, continue at your own pace to Unit 30, “Biddy Mason,” on pages 166-171 of The Essentials Reader and pages 93-95 of the Essentials Reader Teacher’s Guide.
30.1-1 Advanced Phonogram Z

Highlight the Z. Read the word aloud. What is the Z saying?

glitz
blitz
quartz
waltz
pretzel
klutzy

30.1-2 Advanced Phonogram ZZ

Read the sentence. Highlight the phonogram ZZ. Read the sentence aloud. What sound is ZZ saying?

Put lots of mozzarella cheese on the pizza.
30.3 Discover Why

Read the words and suffixes. Highlight what is unusual about how the new word is spelled.

1. picnic + ing = picnicking
2. picnic + ed = picnicked
3. picnic + er = picnicker
4. frolic + ing = frolicking
5. frolic + ed = frolicked

Think about the spelling rules you know. Write why the words are spelled this way on the line below.

Add the suffix to the words.

1. panic + ing = ____________________________
2. panic + ed = ____________________________
3. mimic + ing = ____________________________
4. mimic + ed = ____________________________
5. garlic + y = ____________________________
6. panic + y = ____________________________
Spelling List 30
Level ___

<table>
<thead>
<tr>
<th>Spelling Words</th>
<th>Part of Speech</th>
<th>Plural, Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
30.8-1 Sentences and Fragments

**Step 1** Read each clause. Underline the subject. Double underline the verb.

**Step 2** If the clause is a simple sentence, write S in the blank. If it is a fragment, write F in the blank.

**Step 3** If the clause is a fragment, highlight the word that prevents it from being a complete thought.

1.  _____ S _____ Finn memorized the math facts.
2.  _____ F _____ When Finn memorized the math facts.
3.  _______ Aiden rode a motorcycle.
4.  _______ Although Aiden rode a motorcycle.
5.  _______ Unless Ava surprises Megan.
6.  _______ Ava surprises Megan.
7.  _______ Because Evan and Sam hiked.
8.  _______ Evan and Sam hiked.
9.  _______ Weston finished the physics homework.
10. _______ If Weston finished the physics homework.
11. _______ Whenever Emma walks the dog.
12. _______ Emma walks the dog.
30.8-2  Complex Sentences: Comma Discovery

**Step 1** Highlight the dependent clause yellow.
**Step 2** Highlight the independent clause blue.
**Step 3** If there is a comma, highlight it orange.

If Clara finishes the assignment, she will play the game.

Clara will play the game if she finishes the assignment.

By the time Eva’s alarm went off, the bus had already left.

The bus had already left by the time Eva’s alarm went off.

Although Jason forgot his winter coat, he was not cold.

Jason was not cold although he forgot his winter coat.

Since it is so hot, we will go to the pool.

We will go to the pool since it is so hot.
30.8-3 Sentences

Combine the sentences using the subordinating conjunction.

1. (even though) Addison won. She made several mistakes.

2. (as soon as) Aiden found Grace’s purse. He called her.

3. I saw the announcement. (just as) I left.

4. (provided that) The Black Hawks win the next game. They will win the tournament.

5. The sweater shrank. (the first time) He washed it.
30.8A Parts of Speech

Label the parts of speech as your teacher writes them on the board.

Katie is eating pizza at the party, but Nate is late.

Jon takes out the recycling every night before he plays his game.

If Stephanie cleans her room, she can go on the trip.
30.8B Parts of Speech

Label the parts of speech as your teacher writes them on the board.

The boys panic when they see a snake.

The original community lecture accomplished their goal.

The elementary students are at lunch while the middle school students are at recess.
30.8C Parts of Speech

Label the parts of speech as your teacher writes them on the board.

The migratory path of the rare birds is familiar to enthusiasts.

The volunteers are hosting a community bazaar while the students are on vacation.

Some species of birds migrate south, but others stay in the northern states.
30.10-1 Sentences

Highlight the subordinating conjunction. Underline the dependent clause. Double underline the independent clause. Hint: the subordinating conjunctions all have two or more words.

1. **As long as the stadium is empty, we will sit together.**
2. Even if you stop the motor, it will not make a difference.
3. I will not spend another dollar even though you say it is a good deal.
4. She marched into the store as though she owned it.
5. In the event that Dad arrives home in the next hour, we will leave on vacation today.
6. Bring an umbrella with you in case it begins to rain.
30.10-2 Compound, Complex, Simple, or Fragment?

Read each statement and identify it as a complex sentence, compound sentence, simple sentence, or fragment, using the key at the top of the page. Then add the correct punctuation to each sentence.

Complex = CX  Simple = S
Compound = CP  Fragment = F

1. _________ Joy stayed home today
2. _________ Sam went home early when he got sick
3. _________ The ball and glove
4. _________ Jon did not see Molly at the game because he was playing
5. _________ Lily likes to build houses yet she does not like to paint them
6. _________ Pizza juice and cake
7. _________ Dawn is good at soccer and she holds the record for the most goals on the team
8. _________ The tornado’s wind blew the trees away
9. _________ We are going to the park but the weather might be bad
10. _________ Stan stared at the book because he was tired
30.11A The suffix -en

**Add the suffix -en to each word.**

<table>
<thead>
<tr>
<th>threat</th>
<th>broad</th>
<th>forgot</th>
<th>tough</th>
</tr>
</thead>
<tbody>
<tr>
<td>tight</td>
<td>broke</td>
<td>give</td>
<td>chose</td>
</tr>
<tr>
<td>rise</td>
<td>take</td>
<td>light</td>
<td>fall</td>
</tr>
<tr>
<td>beat</td>
<td>dark</td>
<td>sad</td>
<td>prove</td>
</tr>
<tr>
<td>bit</td>
<td>eat</td>
<td>sick</td>
<td>shake</td>
</tr>
<tr>
<td>bright</td>
<td>flat</td>
<td>stole</td>
<td>fright</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
30.11B Origin

Combine the suffixes with the word origin to form new words. Write the words on the lines.

origin -ate -ed
-al -ing
-ly -ion
-s
30.11C Unknown Vocabulary

Match the words to their definitions.

- immigrate
- emigrate
- aqueous
- aquanaut
- lumen

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>immigrate</td>
<td>watery</td>
</tr>
<tr>
<td>emigrate</td>
<td>a unit to measure light</td>
</tr>
<tr>
<td>aqueous</td>
<td>to leave a country</td>
</tr>
<tr>
<td>aquanaut</td>
<td>to enter a country</td>
</tr>
<tr>
<td>lumen</td>
<td>an undersea explorer</td>
</tr>
</tbody>
</table>

Explain how the morphemes in each word pointed to the correct definition.

1. immigrate __________________________
   __________________________

2. emigrate __________________________
   __________________________

3. aqueous __________________________
   __________________________

4. aquanaut __________________________
   __________________________

5. lumen __________________________
   __________________________
30.13-1 Composition

Write two sentences beginning with a subordinating conjunction. Then re-write each sentence with the subordinating conjunction in the middle of the sentence.

since  because  after
when  unless  before
whenever  if  although

1. 

2. 
30.13-2 Complex Sentences

Reverse the order of the two clauses. Re-write the sentence.

1. We invited Wyatt because he asked.

2. Provided that the president discredits the article, Landon will keep his job.

3. Even though Coach Ford criticized me, I liked him.

4. I will pay you fifteen dollars if you help me shovel.
Check Your Understanding  30

Phonograms

Write all 75 of the Basic Phonograms as your teacher dictates them.

1. _______  16. _______  31. _______  46. _______  61. _______
2. _______  17. _______  32. _______  47. _______  62. _______
3. _______  18. _______  33. _______  48. _______  63. _______
4. _______  19. _______  34. _______  49. _______  64. _______
5. _______  20. _______  35. _______  50. _______  65. _______
6. _______  21. _______  36. _______  51. _______  66. _______
7. _______  22. _______  37. _______  52. _______  67. _______
8. _______  23. _______  38. _______  53. _______  68. _______
9. _______  24. _______  39. _______  54. _______  69. _______
10. _______ 25. _______  40. _______  55. _______  70. _______
11. _______ 26. _______  41. _______  56. _______  71. _______
12. _______ 27. _______  42. _______  57. _______  72. _______
13. _______ 28. _______  43. _______  58. _______  73. _______
14. _______ 29. _______  44. _______  59. _______  74. _______
15. _______ 30. _______  45. _______  60. _______  75. _______
Advanced Phonogram Z

Read the sentences and highlight the words where Z is saying its advanced sound, /s/.

The zealous company wanted jazz and a lot of glitz and glamour at the celebration.

I am a complete klutz when it comes to performing the waltz.

The blitz of door prizes given away made the zookeepers hopeful that their fundraiser would work.

The quartz floors were a nice touch in the amazingly immaculate mansion.
Suffixeding

Add the appropriate suffix from the choices at the top of the page. Write the new words in the blanks in the sentences below.

- ed  - ly  - ing  - s  - y

The ________ _______ will make the perfect desserts.

(love)                  (pie)

The dip is just too ________ for my tastes.

(garlic)

Susan’s brother will not stop ________ her.

(mimic)

The ________ puppy ________ the entryway.

(lone)                                   (pace)

The deer ________ in the field yesterday.

(frolic)

The small girl is ________ to her friends.

(lie)

The noise ________ down at about midnight.

(die)

Please stop ________, for you will only make it worse.

(panic)
Grammar

Write S next to the complete sentences. Write DC next to the dependent clauses. If it is a dependent clause, highlight the subordinating conjunction.

1. ________ While I solved the problem.
2. ________ David asked the reporter.
3. ________ My teacher encouraged me.
4. ________ As soon as the construction is finished.
5. ________ If we have enough equipment.
Dictation

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louis</td>
<td>Lou is</td>
</tr>
<tr>
<td>prolific</td>
<td>prō lif ic</td>
</tr>
<tr>
<td>eccentric</td>
<td>ec cen tric</td>
</tr>
<tr>
<td>dictated</td>
<td>dic tā ted</td>
</tr>
<tr>
<td>dismaying</td>
<td>dis may ing</td>
</tr>
<tr>
<td>episodes</td>
<td>ep i sōdes</td>
</tr>
<tr>
<td>Pacific</td>
<td>Pā cif ic</td>
</tr>
<tr>
<td>treasure</td>
<td>treas ūre</td>
</tr>
<tr>
<td>Jekyll</td>
<td>Jek ųll</td>
</tr>
<tr>
<td>pleasantest</td>
<td>pleas ant est</td>
</tr>
<tr>
<td>arrant</td>
<td>ar rant</td>
</tr>
<tr>
<td>leaden</td>
<td>lead en</td>
</tr>
<tr>
<td>abroad</td>
<td>ā broad</td>
</tr>
<tr>
<td>curious</td>
<td>cū ri ous</td>
</tr>
</tbody>
</table>
Robert Louis Stevenson was a prolific writer of short stories, novels, travel essays, poems, and even musical compositions. As a child, however, he did not appear to have a great future. Stevenson was born in Scotland in 1850. He was constantly sick. His health often kept him from being able to go to school, so he spent a lot of time at home being cared for by his nanny. The poems that follow are from a book of poems called *A Child’s Garden of Verses*, which he dedicated to this nanny.

When he was healthy enough to go to school, he was considered strange and eccentric and did not fit in well with the other students. He also did not learn to read until later than most of the other students. He always loved telling stories, though, and he often dictated his stories to his nanny or his mother before he learned to write.
Stevenson came from a long line of famous lighthouse engineers, and at first he studied engineering as well. When he was twenty years old, however, Stevenson decided that he wanted to be a writer instead of an engineer, which must have been somewhat dismaying to his family.

As an adult, Stevenson continued to have episodes of very poor health, and at his doctor’s advice, he spent more and more time in warmer climates, such as the south of France. He continued to travel a great deal throughout his lifetime, and many of his books reflected those experiences. Some of his most beloved books include the pirate tale *Treasure Island*, the classic adventure story *Kidnapped*, and *The Strange Case of Dr. Jekyll and Mr. Hyde*. Stevenson eventually ended up living in the South Pacific, where he died in 1894.
The Swing

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside–

Till I look down on the garden green,
Down on the roof so brown–
Up in the air I go flying again,
Up in the air and down!
My Shadow

I have a little shadow that
goes in and out with me,
And what can be the use of him
is more than I can see.
He is very, very like me
from the heels up to the head;
And I see him jump before me,
when I jump into my bed.

The funniest thing about him
is the way he likes to grow—
Not at all like proper children,
which is always very slow;
For he sometimes shoots up taller
like an india-rubber ball,
And he sometimes gets so little
that there’s none of him at all.
He hasn’t got a **notion** of
how children ought to play,
And can only make a fool of me
in every sort of way.
He stays so close beside me,
he’s a coward, you can see;
I’d think shame to stick to nursie
as that shadow sticks to me!

One morning, very early,
before the sun was up,
I rose and found the shining dew
on every buttercup;
But my lazy little shadow,
like an **arrant** sleepy-head,
Had stayed at home behind me
and was fast asleep in bed.
The Land of Counterpane

When I was sick and lay a-bed,
I had two pillows at my head,
And all my toys beside me lay
To keep me happy all the day.

And sometimes for an hour or so
I watched my leaden soldiers go,
With different uniforms and drills,
Among the bed-clothes, through the hills.

And sometimes sent my ships in fleets
All up and down among the sheets;
Or brought my trees and houses out,
And planted cities all about.

I was the giant great and still
That sits upon the pillow-hill,
And sees before him, dale and plain,
The pleasant Land of Counterpane.
The Land of Nod

From breakfast on through all the day
At home among my friends I stay,
But every night I go abroad
Afar into the land of Nod.

All by myself I have to go,
With none to tell me what to do—
All alone beside the streams
And up the mountain-sides of dreams.

The strangest things are there for me,
Both things to eat and things to see,
And many frightening sights abroad
Till morning in the land of Nod.

Try as I like to find the way,
I never can get back by day,
Nor can remember plain and clear
The curious music that I hear.
Unit 29
Robert Louis Stevenson

Notes

abroad – The OA says /ō/ instead of its usual pronunciation, /ô/. This is an exception.

soldiers – The D and I assimilate, sounding like /j/: sōl jers. Future, eventually, adventure, and treasure also have assimilating sounds.

Pacific – The A says a schwa sound in an unstressed syllable.

Robert Louis Stevenson is often remembered for his novels, Treasure Island, Kidnapped, and The Strange Case of Dr. Jekyll and Mr. Hyde; however, he was a prolific and versatile author who wrote in a wide variety of genres.

Pre-Reading

- Read the titles and scan each page. Ask the students to predict what the first text, Robert Louis Stevenson, is about. (It is a biography.) What are the other texts in this lesson? (poems) How many poems are included? (four) Why might the author of this lesson include a biography and poems?

- Pre-Reading 29 – page 187 Practice reading each word. Ask the students to underline the multi-letter phonograms and mark where the syllables divide.

<table>
<thead>
<tr>
<th>Word</th>
<th>Underlined Phonograms</th>
<th>Syllable Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louis</td>
<td>Lou is</td>
<td>treasure</td>
</tr>
<tr>
<td>prolific</td>
<td>prō lif ic</td>
<td>Jekyll</td>
</tr>
<tr>
<td>eccentric</td>
<td>ec ēn tric</td>
<td>pleasantest</td>
</tr>
<tr>
<td>dictated</td>
<td>dic tā ted</td>
<td>arrant</td>
</tr>
<tr>
<td>dismaying</td>
<td>dis may ing</td>
<td>leaden</td>
</tr>
<tr>
<td>episodes</td>
<td>ep i sōdēs</td>
<td>abroad</td>
</tr>
<tr>
<td>Pacific</td>
<td>Pā cif ic</td>
<td>curious</td>
</tr>
</tbody>
</table>
Post-Reading

Read the text *Robert Louis Stevenson*.

- **Analyze**: What might be considered surprising about Stevenson's life story? (He was often sick and perhaps seemed disadvantaged, yet he later became very successful; he was considered late in learning to read and write, yet he later became a writer; he didn't fit in well in school, yet he later became famous...)

- **Evaluate**: Do you think it would be difficult to be sick all of the time? Why? How might that have influenced Robert Louis Stevenson's character?

- **Infer**: Who do you think Stevenson had the closest relationship to as a child? Why?

- **Infer**: Why did Stevenson dedicate his book of poetry to his nurse?

Read *The Swing*.

- **Understand**: What is the poem, *The Swing*, describing?

- **Evaluate**: Do you think the poem describes the sensation of swinging well? Why or why not?

- **Analyze**: Analyze the rhyme scheme of the poem. (ABAB CDCD EFGF)

- **Analyze**: Count the number of syllables in each line. What pattern do you notice?

Read *My Shadow*.

- **Comprehend**: Find the part of the poem where the shadow grows and shrinks. Why does the shadow grow and shrink?

- **Infer**: Why is the shadow described as a coward?

- **Vocabulary**: What is an india-rubber ball? Look up a picture on the internet.

- **Vocabulary**: Find the word *notion*. From the context, what do you think it means? Look it up in a dictionary. Were you right?

- **Vocabulary**: Find the word *arrant*. From the context, what do you think it means? Look it up in a dictionary. Were you right?

- **Analyze**: Analyze the rhyme scheme of the poem. (ABCBDEFE)

- **Analyze**: Count the number of syllables in each line. What pattern do you notice?

Read *The Land of Counterpane*.

- **Infer**: Where is the Land of Counterpane?
• **Vocabulary:** Look up the word *counterpane* in a dictionary. (bedspread) Why would Robert Louis Stevenson have named his poem *The Land of Counterpane*?

• **Vocabulary:** Look up the word *dale* in a dictionary. (valley) What is the opposite of a dale? (a hill)

• **Vocabulary:** What other words in the poem refer to items commonly found on a bed? (bedclothes, sheets, pillow)

• **Comprehend:** What does the child in *The Land of Counterpane* like to play with while sick in bed? (toy soldiers)

• **Make Connections:** How do these poems reflect what you know about Stevenson’s childhood experiences? (*The Land of Counterpane* refers to being sick in bed, which was often true of Stevenson as a child; the others describe a child playing alone, either at home or outdoors, which would have been common experiences for Stevenson, especially when he could not go to school or participate in other activities when he was unwell...)

• **Analyze:** Analyze the rhyme scheme of the poem. (AABB CCDD...)

• **Analyze:** Count the number of syllables in each line. What pattern do you notice?

Read *The Land of Nod*.

• **Vocabulary:** What does it mean to go *abroad*? Look up *abroad* in a dictionary.

• **Infer:** What is being described in the poem, *The Land of Nod*?

• **Comprehend:** Why can’t the narrator of the poem return to the land of nod during the day?

• **Analyze:** Analyze the rhyme scheme of the poem. (AABB CCDD...)

• **Analyze:** Count the number of syllables in each line. What pattern do you notice?

• **Synthesize:** Which poem most describes something significant we learned about Stevenson’s childhood? Why do you think Stevenson wrote about this subject?

---

### Handwriting & Composition

- Practice handwriting with **Cursive 29 – page 189** or **Manuscript 29 – page 190**.

- **Comprehend, Create:** Re-read *Land of Nod* on **Land of Nod – page 191**. On the lines provided, rewrite the ideas in the poem in sentence form. For example the first stanza of *Land of Nod* might be restated as, “I stay at home all day with my friends.” With the students, compare and contrast the students’ factual retelling of the poem to the poem itself. How does poetic language enhance the poem?

- **Create:** Write a poem about childhood or an exotic place. Have students illustrate their poems and put them together for a class book.
### Extension & Cross-Curricular Activities

- Make recordings of students reading Robert Louis Stevenson’s poems.
- Assist students in writing brief auto-biographies and create a class book.
- Research a famous author or poet and create a display of famous writers.
- Watch a YouTube video of small children discovering their shadows. Then have students describe the experience they see. How did the children react? What adjectives and adverbs can be used to describe the different scenes?
- Have students write and perform a shadow puppet show. Planet Science is a good resource for creating shadow puppets. [http://www.planet-science.com/categories/under-11s/our-world/2012/04/make-your-own-shadow-puppets.aspx](http://www.planet-science.com/categories/under-11s/our-world/2012/04/make-your-own-shadow-puppets.aspx)
- **Challenge:** Build model swings and discuss the physics behind pumping your legs to go higher. Resource: [http://indianapublicmedia.org/amomentofscience/swinging-physics/](http://indianapublicmedia.org/amomentofscience/swinging-physics/)
Unit 29 – Robert Louis Stevenson
Pre-Reading 29

Louis  treasure
prolific  Jekyll
eccentric  pleasantest
dictated  arrant
dismaying  leaden
episodes  abroad
Pacific  curious
I have a little shadow that goes in and out with me.
And what can be the use of him is more than I can see.
Unit 29 – Robert Louis Stevenson  
Manuscript 29  

I have a little shadow that goes in and out with me.  
And what can be the use of him is more than I can see.
Unit 29 – Robert Louis Stevenson

Land of Nod

From breakfast on through all the day
At home among my friends I stay,

But every night I go abroad
Afar into the land of Nod.

All by myself I have to go,
With none to tell me what to do—

All alone beside the streams
And up the mountain-sides of dreams.
The strangest things are there for me,
Both things to eat and things to see,

And many frightening sights abroad
Till morning in the land of Nod.

Try as I like to find the way,
I never can get back by day,

Nor can remember plain and clear
The curious music that I hear.